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ABSTRACT

This manual is for use by the trainer or leader of a workshop based upon the inservice manual: "Evaluating and Improving Teaching Performance." In the introduction, suggestions for planning, logistics, equipment, and evaluation of a successful workshop are made. The chapters are linked to those of the inservice manual by topic of the workshop session: (1) introduction to the manual; (2) classroom management and control skills; (3) instructional skills; (4) verbal interaction skills; and (5) interpersonal interaction skills. The final summary chapter is devoted to the "classroom visit" videotapes which accompany the manual. A five-page list of additional resources completes the manual. (JD)

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TRAINER'S MANUAL FOR INSERVICE KIT: EVALUATING AND IMPROVING TEACHING PERFORMANCE

Dr. Laurie Mireau

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TRAINER'S MANUAL FOR INSERVICE KIT: EVALUATING AND IMPROVING TEACHING PERFORMANCE

Rationale

Training in the skills presented in this kit should occur in a group setting. The study sessions should be conducted by respected peers who are actively involved in the supervision of instruction. The materials will be used to best advantage when a group works through the chapters and modules together. Through discussion, the group shares ideas based on their own experience as classroom teachers and as supervisors of instruction. Alternate examples of the particular teaching behavior-in-use are thereby generated.

Although the kit can almost function as a self-study package, it is desirable that an overview session be attended to help orient the users, or at least the group leader, to the intended purposes and organization of the package. The kit itself should be regarded as a resource which can be used over a period of time. Sub-components of the kit can be selected as topics for professional development days.

Objectives

The kit has been designed to accomplish the following objectives:

- To encourage groups at the local level to work together to improve instruction in schools in their districts, thereby promoting more consistency in the evaluation of teaching.
- To provide experiences which broaden the expertise and knowledge of supervisors of instruction so they can be more confident and flexible when evaluating teachers.
- To provide instructional suggestions which can be used by the supervisor to coach the teacher during the implementation and refinement of teaching skills.
- To present other methodologies for gathering data during instruction and alternate ways of providing feedback to teachers about their performance.
- To maintain a positive, supportive approach to the evaluation of teaching which builds on teaching strengths and works to develop and refine teaching skills.

To the extent that these objectives are accomplished, the students will be the ultimate beneficiaries. The improvement of instruction, through the supervision and evaluation of teaching, is the main aim of the learning package.

HINTS FOR PRESENTING AN INSERVICE SESSION

Planning

Spend time preparing for your inservice session. Read up and be prepared yourself. Plan an agenda after deciding which sections you are going to include. Set times for each activity on your agenda. Have alternate plans up your sleeve which allow you to extend or cut back on an activity if your time allocation has not been accurate. Have a few "filler" activities ready, if needed. Concentrate on the practical. Allow discussion time for participants. Use ideas of participants and thank them for sharing suggestions with the group.

Logistics

Scout out the facility ahead of time. Figure out how you would like to have the furniture arranged. If you are planning on using discussion groups at times, is it easy for participants to group together? Are the seats arranged so you can move easily through the groups during discussion times?

If there are windows, can drapes be pulled if you need to show slides? Where can you place a T.V. so there will be no glare on the screen from outside light? If the room is large will people at the back be able to read printing on the overhead projector screen or blackboard? How can you prepare your visuals so they can be seen easily?

Where are the electrical outlets? Will you need to bring an extension cord so you can arrange the room as you like and still access all the plug-ins? If you are using a slide projector or overhead projector bring a spare bulb in case the one in the machine burns out.

How will you distribute materials which need to be handed out from time to time?

Equipment

Think of all the equipment you will need and order it well in advance. Items like overhead projectors and screens and a video cassette recorder (VCR) machine are required. You will be using a "three-quarter inch" VCR, a "half-inch Beta" VCR or a "half-inch VHS" format. A different machine is required for each of these formats as well as a different set of attachment cords for the T.V. monitor for each of these three VCR machines. Have someone assist you in doublechecking on these arrangements.

If the room is very large you may want to order a remote microphone which you will wear. It's battery operated and allows you to move all over the room. You will also need a set of speakers to amplify your voice. As the day wears on your voice wears down.

Comfort

Your participants will be sitting down for extended periods of time. Chairs can become more and more uncomfortable as time goes by. Plan to have regular coffee breaks so that your group will be able to walk around the room. Also schedule short "stand and stretch" breaks which help to keep the circulation going. For the comfort of participants who are bothered by cigarette smoke, ask that participants refrain from smoking during the session. If the room is poorly ventilated you should set up a smoking area in the hallway outside during the break.

Many people enjoy coffee but you should have some hot water and tea bags and juice for those who don't. Small morsels such as cubed cheese, grapes, cookies, or doughnuts, are always welcomed at break times. A tablecloth is a nice touch and shows you care. Watch your clock so these breaks come when you promised they would.

If you are not providing lunch on-site, reserve tables at a nearby restaurant and pre-order through the morning to save time or provide participants, especially those from out-of-town, with a list of nearby eateries.

Pay attention to non-verbal cues that tell you whether participants are too h t, too cold, or tired and do something to help out.

Welcome them as they come in. Be prepared enough so you have time to chat with them as they arrive. Have name tags ready if participants don't know each other. If you want to place participants in groups yourself, prepare name cards on bristol board. Fold them so they stand up and place these where you want people to sit. You may want to add the number 1, 2, or 3 to the name cards so that you can easily regroup people for activities. "All the number twos to the front table", or "All the number threes will be the conferencer this time, the twos will be the teacher, and the ones will be the observer/coach." This will save time and you can ensure that all participants have opportunities to take part in your planned activities.

Feedback

Ask participants to fill out an evaluation form for you. This feedback will help you to make your inservice even better next time. An example of a feedback form is included on page four. You may wish to modify it to suit your particular circumstances.

TEACHER EVALUATION INSERVICE
EVALUATION FORM

Please respond to the statements below based on your opinions and perceptions of the inservice. Circle the appropriate number which indicates your response to the following items. The information you provide is useful feedback for making changes to the design of other inservices.

RATING SCALE:				
1	2	3	4	5
Not At All		Moderately		Very Much So

1.	The advance information clearly described the purposes of the inservice.	1 2 3 4 5
2.	At the beginning of the inservice and at the beginning of each section, the objectives were stated clearly.	1 2 3 4 5
3.	The structure of the inservice and the sequence of activities were appropriate to the topic and the objectives.	1 2 3 4 5
4.	The pace of the workshop was right for me.	1 2 3 4 5
5.	The discussion occurring during the inservice was relevant and helpful to me.	1 2 3 4 5
6.	I have a basic understanding of the purpose of the kit and of the sections therein, including the videotapes.	1 2 3 4 5
7.	Attention was focused on pertinent ideas and concepts.	1 2 3 4 5
8.	The workshop leader's presentations were clear and easy to understand.	1 2 3 4 5
9.	The workshop leader was knowledgeable and well-prepared.	1 2 3 4 5
10.	Generally, the style of the workshop presenter was very interesting.	1 2 3 4 5
11.	The inservice met my expectations.	1 2 3 4 5
12.	The staging (organization of the room) for the inservice was functional.	1 2 3 4 5

14. Features of the inservice that I liked were:

_____

_____

_____

_____

_____

15. Features of the inservice that I disliked were:

_____

_____

_____

_____

_____

16. Additional comments or reactions:

_____

_____

_____

_____

_____

Thank you for your feedback.

ORGANIZATION OF THE KIT

The kit comprises 6 chapters which are designed to be used with a set of 25 videotapes. Each of the chapters will be described in detail and their particular objectives will be presented.

CHAPTER ONE

Objectives

- To broaden understanding of the problem areas associated with the evaluation of teaching.
- To foster an appreciation for the contribution of teaching effectiveness research which provides relevant criteria for teacher evaluation.

Basically, the print materials in Chapter One provide a survey of current teacher evaluation practices and they alert the reader to issues of reliability and validity, particularly as they relate to the use of traditional rating scales. The focus of attention is purposely delimited to the process of teaching (what the teacher does and says) and the advantages of this focus for teacher evaluation are outlined.

Procedures to be Used

The materials in each of the six chapters are best used when a group of administrators work through each section of the entire manual together. The value of the kit depends, in large part, on the ensuing discussion, debate, and consideration of the many issues raised throughout the learning package. Personnel in each district must reach consensus on which approaches and evaluation criteria best suit the particular needs and preferences of the local school jurisdiction. For these reasons, group study of the materials would be the most advantageous approach. It is also possible to work through the materials on one's own. The package has been structured in such a way that a teacher, or a group of teachers, would benefit from the information about effective teaching practices and how they can be implemented in the classroom.

The materials can be read by each individual group member or the information could be presented to the group in a lecture-followed-by-discussion format. Such a presentation can be enhanced by overhead transparencies and by activities designed to encourage an exchange of ideas and opinions.

Videotapes are included in Chapter One. The first videotape discusses current trends in observational classroom research. It makes suggestions about observer behavior in classrooms and about the

particular skills required to record, analyze, and conference about the observational data obtained during the classroom visit. The second videotape functions as a test tape. Using knowledge and work experience acquired to date, the user is asked to watch the teaching segment and to write a report based on this observation. The report need not be collected, but must be kept by the user. This exact exercise will be repeated as a concluding activity after Chapter Six and the two reports will be compared by the user. Tapes Three, Four and Five explain how to hold a conference with a teacher using several different formats.

Outcomes

Having worked through Chapter One, the reader will have a brief overview of educational research in the area of teacher effectiveness and teacher evaluation. Issues and concerns related to the identification of teacher evaluation criteria and selection of data collection techniques will have been presented and discussed. The user should then be ready to consider the particular teaching attributes presented next in Chapter Two.

Priorities

If you can only work through the most salient aspects of Chapter One, they would be the following: a brief explanation of the structure and contents of the learning package, a discussion of the prerequisite skills required by the observer/conferencer, an understanding of the terms "validity" and "reliability", anecdotal note-taking, an appreciation of the potential influence of personal biases, conferencing with the teacher and, writing an evaluation report.

A brief overview of the research on which the kit is based is presented in Chapter One along with a rationale for employing a formative evaluation process. The advantages of using an on-going supportive model for the evaluation of teaching far outweighs its considerable cost in both time and effort.

Role Requirements

The job of teaching encompasses such a wide range of expectations that it would be difficult to construct an adequate description of the role. In the absence of a job description, we carry out the evaluation of teaching anyway, using individualized methods of measurement and assessment. Teachers are understandably nervous.

Chapter One reminds us, as evaluators, that a variety of skills are required for this task and the acquisition of these skills requires systematic training.

Group Activity In a group discussion, generate a list of the various roles of the supervisor/evaluator of teaching. Include duties such as communicating, observing, data collecting, conferencing in your list and then specify what particular skills are required to perform each task. Within communication skills, for example, would be questioning, paraphrasing, listening, and non-verbal communication. In performing the data analyzing role, the supervisor would require skills in using an instrument to record data, or note-taking skills. The supervisor would require knowledge of effective teaching behaviors so these would be recognized and observed. A vocabulary of terms for labelling the skills observed, for conferencing with the teacher later and for writing a report must be utilized by the supervisor. A more complete list of all the jobs and required skills should be formulated by the group. Compare the groups' suggestions to those of Richard Manatt's (see Figure 1) and to those characteristics of the competent evaluator on page 1-35.

The particular skills addressed in this kit include the following:

- developing a vocabulary describing the observed teaching behaviors.
- expanding the data base by collecting data on all the observable teaching behaviors included in the kit.
- recognizing the skills demonstrated by the teacher.
- using checklists and rating scales.
- taking anecdotal notes and labelling them for skills.
- conducting various conference types.
- writing reports based on fact, not inference.

For other skills areas required by you, but not included in the kit, please use other resources. For example, skills used by counsellors, such as "active listening", "questioning", and "paraphrasing", are of vital importance to you in the conference setting. [If, however, you are relying on the "Tell and Sell" (Manatt) approach where you tell teachers what is wrong and how they should fix it, you won't be needing these.] But seriously, in order to conduct conferences where there is a free exchange of ideas and suggestions, and where you need to understand what the teacher is thinking and the context in which he or she works, you will need to develop and refine your communication skills. In her book, Influencing With Integrity, Genie Laborde offers some unusual but effective ideas to expand your skills of communication using aspects of neurolinguistic programming. I anticipate that you will find this approach of interest.

Figure 1

ROLES OF THE TEACHER PERFORMANCE EVALUATOR*

Steps in the Cycle	Roles (Skills)
1. Establish the rules of the game.	Researcher
2. Orient teachers.	Coach, role model
3. Analyze lesson plans.	Methods expert
4. Conduct pre-observation conference.	Counsellor
5. Conduct classroom observation(s).	Clinician
6. Conduct post-observation conference.	Actor, connoisseur, role model
7. Synthesize data.	Methods expert
8. Write evaluation report.	Judge
9. Set job improvement targets (sequence repeats).	Role model, methods expert, researcher

*Richard Manatt, page 7 in (Ed.) W. Duckett. The Competent Evaluator of Teaching. A CEDR Monograph, Phi Delta Kappa, 1985.

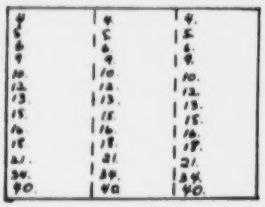
Promoting Objectivity

Chapter One reminds us, as evaluators, that factors can interfere with our ability to perceive accurately and to make objective judgements about teaching performance. Our biases, or strong beliefs, should be raised to a conscious level and acknowledged in order to reduce their influence.

Group Activity Using Marston and Clements' Bias Test, administer all 40 questions, or a selection of questions if time is restricted. Ask that respondents remain anonymous. Gather in the unsigned answer sheets and collate the answers on an overhead transparency (see page 1-61 in the manual).

Due to time constraints, I usually use 18 of the 40 statements. Basically what you want to do is gather in the unsigned answer papers and use all, or a random sample, and put the answers to these specific questions on an overhead transparency to examine the range of opinions about these belief statements. For example, I

would say "write down the number of the question as I read it and tell me whether you would choose a 1, 2, 3, 4 or 5 as your response. Without fail, several participants number their papers from 1 to 18 or leave a question and answer out, making it difficult to transfer their answers onto the overhead transparency. The best plan is to prepare answer sheets by typing the number of each question you plan to use and an answer blank beside it. If you set your master copy up this way, you can get three answer sheets per page by chopping it up. Examine statements for which all responses (1 to 5) have been selected. Then, as a group, discuss how certain scenarios would be viewed by observers with differing opinions.



No one should be made to feel that strong opinions are undesirable. Instead point out the value of working in a group where people do hold differing opinions. The group should discuss how to reduce the influence of these biases and how to adjust for tendencies to be overly critical or lenient regarding certain aspects of teaching, especially controversial ones. Acknowledge that within the group, people do hold differing beliefs. Encourage tolerance and flexibility when working together to evaluate teaching performance.

Reliability

In your group be sure participants can differentiate between validity and reliability as described on page 1-19. In order for the group members to attain a high level of reliability in their coding they must have common understanding about the teaching skills under study. You are developing a vocabulary as you study the skills together. The next step is to be able to be consistent from one observer to the next (inter-rater reliability) and also to maintain a consistent individual coding performance over time (intra-rater reliability). In order to demonstrate how to use the formula on page 1-20, work with a small segment of the dyadic verbal interaction instrument. The Quality of Student Answer (page 4-44) segment is easily understood. Use a portion of videotape to code student answers such as Tape 6-7 where Ric is posing review questions or Tape 6-11 (at counter number 702) where Faye is holding a large group lesson and posing comprehension questions to the group. Have the participants use a xeroxed copy of the instrument and have them code student answer data from the videotape for about 10 minutes and then compute the reliability for pairs of coders. Depending on how complicated the instrument is, the acceptable percentage of reliability will vary. On this particular task, you should be aiming for over 90 percent. The beauty of videotape is you can go back over the segment as a group and stop the tape and reach consensus on whether your original coding has been accurate.

Once you have made adjustments to compensate for your biases and are familiar with how an ideal example might look at different grade levels, you and a fellow administrator should be able to reach

a level of agreement concerning what you have seen and how you would rate the performance. Otherwise, teachers do have good reason to feel nervous.

Data Collecting

A variety of data collection types are described starting on page 1-21. A discussion of the relative merits and limitations of rating scales begins on page 1-23. Your group should discuss these ideas and examine the instrumentation currently in use in your district to determine whether too much inference, based on not enough observable evidence, is required at the present time. (I suspect this will be the case.) See how you might want to restructure parts of the data gathering or the rating instrument in order to make the process more defensible.

For training purposes, it is advisable to start with simple observation instruments so participants will not become overwhelmed. Using the classroom maps on page 4-10 to 4-12 is a good first exercise, as is using a simple checklist.

Taking anecdotal notes may be the best way of gathering classroom data but it presumes that (a) the writer is able to write quickly and legibly and (b) is able to take notes while continuing to keep the head up watching the teacher and children. All I can say is that you do get better at it the more you practice. After 20 minutes of frantic writing you develop writer's cramp so you may want to use other methods of data gathering as well if you are visiting the classroom for an hour or so. Depending on what is happening in the lesson, certain portions may be better suited to note taking or the use of checklists. If you have practiced with many forms, you can be flexible and change your methods of collecting data as you see fit.

Report Writing

Great care has to be taken in the writing of a teaching evaluation report. We will be preparing more of them on a regular basis now and also teachers are more prone to challenge both our methods of collecting information and our conclusions. At a Board of Reference hearing the evaluator is under at least as much scrutiny as the teacher whose performance is in question.

We need to become better record keepers. For example, a log book recording all evaluation activities with your teachers and noting the dates and times of conversations, visits, and correspondence is a good first step. There are negative connotations about keeping a file on each teacher but you should consider having one (to which the teacher has access). In it are all the dates and times of observations and conferences and the topics covered and perhaps artifacts such as lesson plans, copies of tests, etc. When a teacher is experiencing serious problems you need to inform (in writing) the teacher of the severity and possible consequences of the problems, to provide help and assistance, and also to inform him or

her (in writing) that you are required to maintain documentation during this process. When the problem is resolved you can cull out the unnecessary records and summarize in writing the steps taken to redress the problem. In cases where termination is warranted, a carefully maintained record of events and actions over a period of time is a necessary prerequisite.

Lest record keeping sound completely subversive, consider the file on a teacher which is completely positive - full of glowing observational reports, parent letters, examples of planning. The teacher concerned, who knows what you have in the file, should rest assured that there is evidence to indicate consistently outstanding performance over a period of time.

Report writing can be based almost completely on the contents of this file because you have been observing on a regular basis and have conferenced with the teacher. You are not apt to forget to mention aspects of performance if you have noted them down.

Our reports must be free of inference and must utilize fact and description to support the rating we assign at the end. Our own biases should not prevent us from recognizing alternative teaching approaches that work.

Your report might simply state the goals you and the teacher have set and the progress made toward achieving these goals. General strengths, areas requiring improvement, and plans for making these improvements can be described.

Conferencing

A classroom observational visit should always be followed by a teacher conference. Suggestions for holding "instructional" conferences of the formative kind are described in Chapter One (pages 1-37 to 1-48).

Having a vocabulary which describes the "technology of teaching" enables you to label skill areas with the teacher and facilitates the discussion of the techniques used during instruction. After the first few times when you have maintained a consistently positive focus on the observed teaching, the teacher will start to look forward to receiving the feedback you provide. Adjustments in teaching can be made by using this positive approach. You can easily destroy the trust and rapport you have carefully developed so a lot of planning must occur before you begin the conference.

Over time, you and the teacher can engage in productive and rewarding discussions which allow both of you to grow as professionals. If your observation and conferencing cycle occurs frequently enough you will become actively involved in encouraging the teacher to attempt new approaches and in providing coaching feedback about the relative success of implementation. The

experience you gain from working with one teacher can be utilized when working with another. You are thereby fulfilling your role as instructional leader.

In the group sessions, study the format and intent of each conference type. Practice following the sequence quite rigidly in a role play after planning the conference. Work in groups of three: one plays the part of the teacher, the observer, the conferencer. Watch a 20-minute segment of one of the Chapter Six videotapes first so all of you will have seen some teaching and taken some notes. Base your conference on what was observed in this teaching segment. The "teacher" can then respond with pertinent comments. The observer's job is to see that the conferencer remembered to include the steps suggested in the manual.

You should plan to study the behaviors in Chapter Two before you take up conferencing in your group sessions. That way you could be using the vocabulary and ideas presented in the chapter as the basis for practicing the A Conference. Perhaps move into the behaviors in Chapter Three before practicing the B and C Conference types in your group setting.

CHAPTER TWO

CLASSROOM MANAGEMENT AND CONTROL SKILLS

Objectives

- To focus attention on four observable and alterable classroom management skill areas.
- To provide descriptors and videotaped examples of these behaviors in order to facilitate their recognition.
- To provide a variety of instrumentation suitable for gathering information about the use of these variables by a classroom teacher.

Procedures to be Used

Information concerning each of the selected classroom management behaviors is contained in the chapter. Through individual reading or through a formal presentation by a group leader, this information should be obtained and discussed by the group. This procedure facilitates the development of a common vocabulary and a common set of understandings about these behaviors so they can be easily recognized during teaching, regardless of the subject context or grade level observed.

After studying the pertinent characteristics of each behavior, the Chapter Two video illustrations should be viewed and discussed in order to solidify these understandings. Several video clips have been included for each behavior and the users need not view them all if no further clarification is required. As one culminating activity, one of the eleven videotapes from Chapter Six (each approximately 45 minutes long) should be selected and a portion, or all of it, should be viewed by the group for the express purpose of coding data concerning classroom management skills in use. The tape may be stopped and played over in order to double check what the teacher did and said.

The final activity requires a visit to the classroom with at least one other group member in order to obtain specific data on the use of the four classroom management strategies under study in Chapter Two. After analyzing the data collected and organizing it into a manageable format, it is recommended that (supportive, factual, and descriptive) feedback on these dimensions be provided to the teacher who has been cooperative enough to let observers come in and practice the data gathering skills. This exercise also gives coders the experience of holding a conference with the teacher, building rapport and credibility, and providing the teacher with specific feedback on performance.

Users should familiarize themselves with the variety of instrumentation included in the chapter and the other alternatives

deemed to be appropriate. In time, keeping the issues of validity and reliability in mind, users should be able to devise a data collection instrument expressly suited to their particular purposes.

Outcomes

- A common vocabulary for labelling these behaviors will have been established.
- The observer will recognize and describe classroom management strategies used by the teacher under observation.
- The user will be able to use a variety of instrumentation to collect data on these particular teaching skills.
- The user will have worked closely with a colleague in building up coding expertise, in adjusting coding decisions where needed, and in organizing the collected data into a format suitable for conferencing with a teacher.

Priorities

If you are not able to cover all of Chapter Two in an inservice setting the modules on Rules and Routines and Awareness could be assigned for individual reading. In your group sessions concentrate on the Low Key Behaviors and discuss the teaching strategies required in the Power Struggle. An explanation of these precedes the vignettes on Tape 2-2. Discuss the various functions served by circulating to monitor student seatwork.

These most basic skills of classroom management, highlighted in Chapter Two, must be effectively employed by the classroom teacher before any real "teaching" can occur. (The subtitles at the top of page 2-1, and the top of all module title pages, refer to the list of skills contained in the companion document, Planning for an Evaluation of Teaching Performance. These cross-referenced criteria are defined in Chapter 4 of Volume I.)

Preventative Skills

By anticipating what could happen, the wise teacher is able to respond to predictable student behavior proactively. One aspect of this is "winning students over" through acts of kindness, fairness and consideration. Examine the rationale behind this approach and discuss the advantages of it. Describe the climate in classrooms where teachers operate in this manner.

Rules and Routines (Module 1)

One way teachers show preventative skills is through their use of rules and routines which minimize the opportunities for confusion and wasted time.

Group Activity Review the characteristics of this skill area (page 2-12) and examine the video examples of this behavior. You will have to make some inferences about the rules. What questions would you want to ask the teacher in order to clarify your perceptions?

Awareness (Module 2)

The teacher must be on constant alert in order to respond to the first hint of misbehavior. Students can sense that it is not worth getting into mischief because the aware teacher is on top of everything and seems to be everywhere at once.

As a group, discuss which teacher behaviors would serve as indicators of awareness and then watch and discuss each of the four examples included. Later, when you are watching the tapes in Chapter Six you will spot additional examples of teacher awareness.

Low Key Responses (Module 3)

The behaviors in Module Three are correctives which are subtle and which do not draw undue attention to the student. As the group leader you will need to use low key responses so you should plan to model them starting in your first inservice. Adults may talk during your presentation and may be off task. Arrange the furniture so you can move around easily and use proximity and eye contact to reduce off task behavior. Pausing and waiting for their attention before beginning will make them more accountable. When you do get to this section, ask the group if they have noted some of the techniques you have been modelling for them during the sessions.

In small groups have participants discuss the various corrective methods and the extent to which they can be used before the teacher must decide to move on to a stronger reaction to misbehavior. Point out the benefits of using a low key approach as much as possible and point out the dependence on the awareness level of the teacher in order to be able to respond quickly. As the group leader you may decide not to include all nine videotaped examples so you should select in advance the ones you want the group to watch and analyze. Illustration H is composed of a series of role-played incidents with the same student during the course of the lesson and should be one of the ones you include. Examine the instrument on page 2-35 to see how the teacher's behavior might be observed. I prefer to take anecdotal notes and this procedure is described on page 1-27 and 1-29. A third option would be constructing a tally sheet with each of the recommended low key behaviors listed and checking these off as they are used by the teacher. Often more than one low key corrective is used in an effective combination of response behavior.

Stronger Responses to Misbehavior

For information concerning these responses you should consult literature on behavior modification techniques. The use of contracts will be explained there. Also read in the area of "logical

and natural consequences" so you can assist the teacher in defining appropriate punishments for misdemeanors. Barbara Coloraso has good suggestions for teachers who need assistance in dealing with misbehavior.

The Power Struggle

Techniques described in this section and on Tape 2-2 should be reserved for those (hopefully rare) situations when the teacher's authority is challenged. Portions of the teacher's response are appropriate for less severe misbehavior as well. "Squaring off" refers to the act of aligning oneself in a face-to-face, shoulder-to-shoulder position with the student. This is preferable to addressing the issue from across the room. The teacher may offer the student a choice after stating what the problem is. "Your talking is disturbing me and I find it difficult to continue teaching. Will you cooperate now and pay attention?. . . You can either cooperate and pay attention or take a seat at the back table so you won't be disturbing your neighbors or leave the room until you can behave appropriately." This is done in as private a manner as possible. In situations where the matter has not been resolved, the teacher must "bump" up the response to misbehavior.

In your study group you will probably not want to watch all ten role-played scenarios on the Power Struggle Tape 2-2, (although I thoroughly enjoy watching them) so you must sift through and pick the three or four you feel are the most useful. The value in including the Power Struggle in the kit is not so you'll recognize one, but rather to provide you with some techniques and suggestions you can share with a teacher who is experiencing acute difficulty in keeping students under control.

Group Activity If time permits you may want to practice the approach used in the Power Struggle by role playing a situation or two in your group. It is harder to do than you would think. In order to help a teacher you will need some practice here yourself.

Monitoring (Module 4)

Monitoring is one of those key teaching behaviors. Several very important functions are performed while the teacher is circulating around the room overseeing student work. In your group, discuss the many purposes this can serve. Then watch some, or all, of the seven videotaped examples and listen to the teacher's comments to students while monitoring. From videotapes or in the live classroom situation where you are able to see more clearly, plot the teacher's path on a classroom map, as suggested on page 2-45.

CHAPTER THREE

INSTRUCTIONAL SKILLS

Objectives

The user will concentrate attention on seven instructional skills selected for examination. These skills have shown consistently positive relationships to student achievement in observational research studies. More specifically,

- the user will acquire the vocabulary of terms associated with effective implementation of these instructional skills.
- the user will recognize the skill in use and be able to assess the teacher's level of proficiency in using the skill.
- the user will become skilled in using a variety of data collection instrumentation with which to record the presence or absence of the skill or to judge the degree to which the skill was effectively employed.
- the user will learn specific suggestions for fine tuning the skill and these will help coach a teacher who is putting the skill in place.

Procedures to be Used

Print materials and illustrative video clips are available in this chapter. It is recommended that the study group read about each behavior and generate further examples of its use which they have personally seen or used. A consensus should be reached by the group regarding the ideal characteristics of the skill in use. Each video example should be viewed and discussed by the group before watching the next video example. The discussion should center on a factual description of what was seen and heard and the extent to which each videotaped example seemed to satisfy the criteria of an ideal example.

Through discussion, most discrepancies in coding and disagreements will be resolved. This mini training exercise is a good precursor for watching a longer segment of videotape (taken from any one of the tapes in Chapter Six, or from other tapes at hand). Data about a particular skill should be collected while watching an entire lesson so the skill will be seen in context. Suggested instrumentation, provided in Chapter Three, may be used to record data.

It is recommended that observers team up in pairs to go watch a lesson in a real classroom. Focus the data collection by observing for a few selected skills and record data on these. Retire to a quiet corner to compare notes and to discuss findings. Plan a

supportive, positive conference providing feedback to the teacher on selected skills used successfully (hopefully the ones under examination by the observers). Support and encouragement, based on specific data, will be welcomed by the classroom teacher who has permitted you to observe the lesson.

Outcomes

- Vocabulary pertinent to instructional skills will have been acquired and used in both data collection and conferencing. This facilitates understanding of the skill areas and consistency across coders.
- Useful suggestions for the implementation of the skill are inherent in the characteristics of each skill outlined and these may be used when coaching a teacher who may need assistance in implementing the skill.
- Practice in using varied instrumentation has been afforded.
- The opportunity to view instructional skills in use on videotape has been provided.

Priorities

If time restricts what can be selected for study at the group sessions, emphasize the following modules in Chapter Three: Planning - Lesson Design, Active Participation, Transitions, Clarity and Variety in Techniques. Assign the other topics as background reading.

General Comments

Of the four chapters which examine particular teaching behaviors and present video examples, Chapter Three is the most comprehensive. The first module on Planning Skills is the largest because all the steps in Lesson Design are subsumed under this heading.

Before a teacher can effectively implement instructional skills, the skills of classroom management must be in place. Some skills, like monitoring seatwork, appear to belong in both chapters for there is much overlap. However, for the purposes of organizing the materials we have made a decision to include them in only one place. The most important teaching skill, of all the skills in the kit, is that of decision-making; that is when to use which skill. Some of these decisions occur during teaching but many more decisions are made in the planning stages.

Planning (Module 1)

A rationale for why teachers should plan is presented on page 3-3. It is remarkable that this obviously necessary skill

should appear on a list of recommended teaching behaviors but, apparently, less effective teachers do not engage in regular planning for teaching. Because they "fail to plan", they "plan to fail". Not knowing where you are going in a lesson, or by what means you will get there ensures that you will wind up somewhere else.

Madeline Hunter and Doug Russell's work on Lesson Design is most useful. A teacher should consider including all elements but should feel free to reject those which are not needed for a particular lesson. As observers, conversant with the eight elements, we can look for them in the lesson. Their presence or absence should not become the main concern for they are a means to an end. What matters is whether or not the lesson was well-organized, was appropriate to the age level of students, and was successful in accomplishing its stated objective.

It is important for you to model the skills as you present them--not only lesson design skills but all the skills in the manual. As you plan your presentations, think of ways to use the skills as you are working with your group of adults. At the end of your presentation and the group's activities, go back and recap where you have done this so participants will see that these skills are to be used, not simply explained.

Anticipatory Set (3-1a)

The attributes of Set are explained on page 3-6. Set orients students by creating an interest in what is to be learned. If the lesson begins with confusion, the students are not sure where to focus their energy. As a negative example of Set, we might use this exercise, taken from Carol Cumming's Teaching Makes a Difference, page 145.

> Anyone interested in te_____ is concerned about c_____. It is hard to imagine te_____ sch_____ without them. Although they can sometimes be bothersome, we t_____ them. When things go wrong, we sometimes blame the p_____, instead of accepting responsibility for the consequences ourselves.

By creating a common experience for all students (being momentarily confused) you have their attention and interest. When you tell them the answers are not "teaching", "children", etc., the common experience is one of wanting to know what could be correct. In this case the words are: "television", "commercials", "television schedules", "tolerate", "product". By giving us this negative example of set, Cummings makes her point of showing us how learners grab onto clues and start concentrating; in this case on the wrong thing. As teachers and presenters we must plan this initial activity so that our learners are on the right track from the beginning.

Madeline Hunter suggests using "sponge activities" to create set in her book, Rx Improved Instruction. While students or

administrators in your study group are settling in and waiting to begin, a question on the board like the following can start them thinking in the intended direction:

"How was Daniel Boone like an astronaut?"
"Make up one sentence using these words."
"Be ready to tell me the most important points from yesterday's lesson."
"How would you solve this problem?"

Sharing Objective and Purpose (3-1b)

As you present this section, and every other module, be sure to state your objective to the participants. An agenda tells what activities you will be involved in but in order for the statement to be an objective it must tell what participants will learn or be able to do after the activity. Study the four examples to see to what extent the statements used by the teachers would qualify as true objectives. They certainly do tell the students what the lesson is about and its purpose and they perform the function of orienting students to the upcoming lesson.

Input (3-1c)

Input is the new information which can be presented by the teacher, or text, or some other resource. Three illustrations of input are included.

Modelling (3-1d)

Modelling highlights the salient points in the lesson. The teacher might show what the desired end product looks like or might demonstrate how to do an activity. Four examples show teachers engaged in this phase of the lesson.

Check For Understanding (3-1e)

The teacher monitors student progress by posing questions or working with the student to see that he understands. This feedback enables teachers to see whether adjustments need to be made in the teaching. Three examples show teachers engaged in checking for student understanding.

Guided Practice (3-1f)

As the student works, the teacher is there to provide encouragement and immediate correction while he is still learning how to do the work. This academic feedback may be provided while the teacher is "monitoring" seatwork. Four examples showing the teacher coaching the students are provided.

Closure (3-1g)

Having the students summarize the key learnings helps to ensure that they will internalize them. Two examples of closure are included.

Independent Practice (3-1h)

Once the teacher is satisfied that students have acquired the new knowledge, massed practice is assigned in the form of an exercise which can be completed by the student without further assistance from the teacher. Homework should fall into this category. One example is included here.

Optimizing Academic Learning Time (3-2)

The following sections describe ways of minimizing wasted class time and ways of involving more students in learning for more of the time.

Active Participation (3-2a)

This skill is vital for both the classroom teacher and you, the presenter. You must devise ways of involving your participants and keeping their interest. It is easy for attention to wander particularly when seats are hard and the inservice session is long. Figure out ways to bump up their accountability without causing stress. Arrange the furniture so you can wander from group to group when they are engaged in discussion. Give them frequent legitimate opportunities to exchange comments with their colleagues. Pose questions which require a show of hands or voting or which require that all participants write down the answer. Use the same techniques as those described for working with students on page 3-20. Have a system of regaining their attention quickly so you can move on to the next phase of your presentation. Cummings makes very useful suggestions about Active Participation in her book, Teaching Makes a Difference, pages 139-144.

Group Activity Having read the suggestions, take time in your group to make a list of all the ways students could be involved more actively. You'll need to be able to make suggestions to your teachers and this set of ideas will be useful to have.

Standard Signal (3-26)

Having an effective signal to start ensures that time won't be wasted at the beginning of the lesson. You may have to use wait time and eye contact as well. It may even be necessary to say a quiet, but pointed, "thank you" to a student who has been slow in responding to your signal (for silence and attention) so you can begin. A statement or action could indicate that you are ready to begin. Five videotaped segments illustrate a starting signal.

Transitions (3-2c)

Transitions move students from one activity into the next. If not utilized well, transitions can account for a lot of wasted instructional time. The characteristics of an efficient transition are described on pages 3-24 to 3-26. You can see how the previous behavior - signal to start - is used twice during a transition. Four examples are included in the module. You will find many examples in the tapes in Chapter Six.

Worthwhile Seatwork (3-2d)

Having students productively engaged in work to which they can attend and which is deemed to be a non-trivial exercise is one of the first skills teachers must learn. Footage of children engaged in seatwork is contained in Tapes 3-3 and 3-4.

Student Engaged Time

Direct observation of children can tell the observer a lot about their perseverance and work habits. One method of collecting data is described on page 3-36 and a graphic display of the data is presented on page 3-38. Teachers find this kind of feedback useful for they are not able to concentrate attention on work habits of particular students while they are busy teaching. Try to take anecdotal notes or use an instrument designed along the lines of Marliave's and watch the students featured on Tapes 3-3 and 3-4. Most work along diligently with one notable exception.

Direction Giving (Module 3)

Guarding against wasting instructional time, the teacher aims to minimize activities which get students organized for learning. By restricting the length and repetition of instructions teachers force students to listen more attentively to initial directions. Four examples of directions are given.

Teacher Clarity (Module 4)

Indicators of teacher clarity are provided on pages 3-44 to 3-46. Through careful planning, content can be presented in logical steps and manageable chunks. Teacher behaviors such as checking for student understanding or providing explanations show that the teacher is concerned about clarity. Four examples show teachers engaged in clarifying a concept or a set of directions. In all four cases note that the teachers used a two-dimensional visual aid (chalkboard) to enhance teacher clarity.

Begin/Stop Speaking (Module 5)

Obviously teachers must have student attention when instructing. Following the signal to start, it is expected that students will be listening to the teacher. The teacher may have to combine low key techniques with waiting to obtain the attention of

students. Likewise, when the teacher notices inattention and talking during the lesson he or she should stop and regain attention before moving on. The first three examples show the teacher requesting attention and the last two examples show the teacher asking students to respect the contributions of peers by paying attention.

Large Group Instruction (Module 6)

Although individualized instruction is valued under certain circumstances, it appears that large group instruction results in a higher percentage of student gain in achievement. Direct teaching, involving all members of class, affords more teacher-pupil contact than is possible through individualized instruction. Following a lesson taught to the whole class the teacher can provide assistance to specific students who require additional coaching.

Variety in Techniques (Module 7)

Teachers should vary their methods of presentation to capitalize on student interest. Research on learning styles strongly recommends that teachers explore different ways of delivering instruction so they can engage the attention of students whose preferred learning modality is not auditory. Verbal presentations allow these students to tune out easily. A combination of auditory and visual methods, for example, will engage other students as well. Some students prefer to work with others so perhaps some activities can be structured for small group work. As more and more becomes known about learning styles we will be able to apply this information in order to vary teaching styles to match the needs of learners. Five examples show teachers engaged in procedures which use variety and imagination.

CHAPTER FOUR

VERBAL INTERACTION SKILLS

Objectives

The purpose of Chapter Four is to analyze verbal exchanges that occur between teacher and student. More specifically,

- to identify and assess the questioning techniques employed by the teacher, the teacher's verbal responses to the efforts of the learner, and the patterns of teacher verbal behavior toward particular students or groups of students.
- to study the teacher's methods of selecting students to respond and to learn about ways to ensure that all students get an opportunity to respond.
- to learn methods of encouraging all students to feel comfortable answering questions, particularly when the wrong answer is given.
- to become aware of how a teacher's expectations for individual students may (unconsciously) influence the teacher's verbal behavior towards students.
- to understand the effects of the use of praise and criticism when interacting with students.

Procedures to be Used

Five verbal behaviors are examined in Chapter Four. Print materials describe the behaviors and video illustrations are available as examples. Pairing up with a colleague or working in a group is the recommended way of working through the module. A great deal of the learning accrues through discussions with peers and through assisting each other in learning the data collection and assessment techniques.

After learning about the five verbal skills, the user is encouraged to work through the mini verbal interaction coding manual also included as part of Chapter Four. Specific instructions are provided for data collection on questioning, selection of students, quality of student answers, responding to students, and other aspects of verbal interaction. The user should become familiar with each section of the coding instrument and should practice using it by coding from videotaped lessons included in Chapter Six or in live coding situations. This verbal interaction manual enables the user to obtain a basic level of proficiency or to move on to obtain a high level of expertise in using the instrument.

Outcomes

- The user will develop an understanding of how teacher expectancy effects influence teacher treatment of students, particularly the ways in which the teacher interacts verbally with students.
- The user will learn to recognize and classify question types during the observation of a lesson in progress.
- The user will record the patterns of teacher verbal behavior, particularly those teacher responses following a wrong answer, the wait time provided to students, and the ways in which a question is framed.
- The user will determine teacher trends in selecting students and will identify those students who are not involved in verbal exchanges with the teacher on a regular basis.
- The user will learn techniques and suggestions which could be used to coach a teacher in implementing more functional verbal interaction skills in the classroom.

Priorities

If you cannot fit all of Chapter Four into your inservice session assign the following for home study: Selection of Students, and the use of Praise and Criticism. Use your group time together to study Question Types and Framing the Question, and to practice coding data from the instrumentation explained on page 4-38 and onwards so you will become skilled in using this type of low inference instrumentation. Also work together on Sustaining Responses so you will be able to help a teacher to implement these.

Verbal Treatment of Students

The effectiveness with which a teacher communicates with students should be a focus for evaluation. What is communicated verbally to students and how it is communicated are both of prime importance. The content is dependent on the knowledge and intelligence of the teacher as well as on the decisions made during the planning of the lesson. Another aspect concerns the appropriateness of the content for specific age groups and whether the vocabulary utilized is well understood.

The how, or the delivery of communication to students, is individualized in order to suit learning needs. Differentiation in the verbal treatment of students can also be operating at the unconscious level. It can be governed by the teacher's affective attitude toward individual students or by the teacher's expectations for the academic achievement of individual students. Frequently teachers are unaware of the extent of differentiation in their verbal exchanges with students. Some students are virtually ignored while

others monopolize more than their equitable share of verbal interactions. Feedback from an observer can help the teacher to consider where adjustments may need to be made.

Selection of Students (Module 1)

The first skill area in the chapter is concerned with how students are chosen to respond to a question. Unless the teacher makes an effort to distribute response opportunities equally to all students, a gregarious student simply claims all available opportunities for himself. A rationale for why the teacher should monitor the methods used to select students is provided on page 4-3.

As the classroom observer you must employ a method for collecting data on the current selection practices. The maps on page 4-10, 4-11, or 4-12 might be used. The observer could tick off the names on a class list whenever the teacher chooses a student. These methods provide feedback concerning the distribution of response opportunities around the classroom or, more specifically, who has been chosen to respond.

Another form of data collection, regarding the selection of students, specifies how the teacher picked a particular student. For example, the student may be nominated because he is a volunteer. His hand is up, indicating a willingness to answer. He may have been preselected by the teacher before the question was even posed. "Ted, what are three reasons for his behavior?" The teacher may have chosen a non-volunteer because the student seldom volunteers and therefore might escape involvement. Another way a response opportunity is created is by grabbing it. A student may call out the answer which the teacher might accept. In most circumstances teachers prefer that students wait to be selected but sometimes teachers break their own rules and accept call outs. On page 4-7 an in the Chapter Four Appendix on page 4-60 these selection of student categories are described. In order to code how students are selected, the observer must be looking up and watching. Otherwise you won't know whether Ted was a volunteer or a non-volunteer. This information forms part of the data to be collected on the instruments on pages 4-65, 4-66, 4-67, and 4-68. When describing this to a group, make an overhead transparency "instrument" with only the four selection categories and use it to practice coding from a tape. Unfortunately the camera is not always trained on the student but the group can get some practice from tapes before using the instrument in a live classroom setting.

Sustaining Responses (Module 2)

The teacher can end the verbal interaction with a student by affirming or negating the answer and then immediately switching attention to another student. Thus, the teacher's reaction to the student is "terminal" in nature. If, however, the teacher prolongs the interchange by building on the student's answer or by posing further questions to the same student, the teacher's reaction is said

to be "sustaining". The rationale for encouraging the teacher's use of sustaining verbal reactions to student responses is presented on page 4-15.

Ways in which a teacher prolongs a verbal interaction with a student are described on page 4-53 (following the section describing terminal responses). Examine the coding categories chart on page 4-55 and a section of the instrument on page 4-56. Construct a simplified version of the instrument, perhaps combining Selection of Student and Sustaining Responses for your group to use in coding verbal data from a videotape, or better still in a classroom. Point out the portion of the instruments on pages 4-66, 4-67, and 4-68. The Sustaining categories used in the instrument on page 4-68 are: Repeat Question Give Clue, Pose a New Question, and Repeat Child Answer Quizically (see 4-57).

By referring to the appropriate section of the instruments in the Chapter Four Appendix, it is anticipated that you can reduce apprehension expressed by administrators when they look at the sophisticated version of the dyadic verbal interaction instrument and become apoplectic. It is essentially a collection of many small parts, each of which collects a specific kind of data. It does seem overwhelming at first glance but a piecemeal examination of it should help you move into a simplified version of it later on with your group.

High and Low Order Questions (Module 3)

Using a stretch sock analogy, Madeline Hunter assures us that the mind can be stretched in different directions by posing different levels of questions to students. Factual recall or comprehension level questions call for a regurgitation of information and do not require the student to integrate, analyze or evaluate information. You do have to know answers to basic facts before you can be creative with them. Students need to be encouraged by the teacher to build something with the bricks they have. Hunter reminds us that Edison applied his basic knowledge in a creative way to invent electricity. A review of question types, structured according to Bloom's Taxonomy, is presented on page 4-22.

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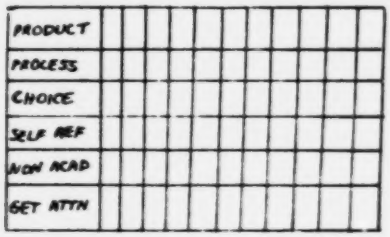
Group Activity After walking through the examples in the manual, have each group work out a parallel set of questions concerning Snow White, President Reagan, a hi-jacking incident, or some other topic of your choice. The intent is to give participants practice in structuring, and thereby recognizing these question types.

Revert back to a much simpler categorization of questions such as Product and Process (page 4-62) or Convergent and Divergent (page 4-20). Ensure that participants can differentiate between these types, perhaps by examining questions from page 4-73.

Explain the Choice Question and Self-Reference Question, on page 4-63 and 4-64. Depending on the kind of information on questioning you are trying to collect, construct a simplified instrument listing these types and allow a space for a tick mark, which notes its occurrence. Examine the pertinent portion of the instruments on pages 4-65 and 4-68. The category of "Non-Academic" ("Did you bring back your homework?") and "Get Attention" have been added. The latter question is used to reclaim a student's wandering attention. Since the intent is not to embarrass or ridicule, but simply to bring the student on task, it is kinder to speak his name first and then pose a question he can answer.



Use of Praise and Criticism (Modules 4 and 5)

The explanation of these two teaching behaviors is straight forward. Draw attention to the comments on the use of praise on page 4-27 and to the guidelines for using it. You may wish to record instances where the teacher uses praise and criticism, as in the instruments on pages 4-31, 4-33, 4-34, 4-65, 4-66, and 4-68.

Learning How to Use the Dyadic Verbal Interaction Instrument

By this time, participants will have flipped back and forth to the instruments in Chapter Four. Try to reduce their anxiety by only considering a small segment at one time. For example, when working on the explanation on reliability in Chapter One, take a portion, such as Quality of Student's Answer, explain it briefly and on a xerox copy of the instrument on page 4-44, have participants code student answers from a portion of videotape. Use the data they actually collect to work out their reliability scores (instructions are on page 1-19).

By the time you do get to the Chapter Four "Manual", page 4-38, participants should have developed some familiarity with it. It is recommended that you walk through the portions of the instrument with them and try as much coding as a group as is possible. Ultimately, observers may choose not to use the most sophisticated form of the instrument in their classroom data

collection and should feel free to pick portions of interest to use. However, they will be more attuned to listening for questions and answers as a result of studying and practice coding with the instrument. In their anecdotal notes they will be able to pick out more details to share with the teachers because of their study of these low inference instruments.

CHAPTER FIVE

INTERPERSONAL INTERACTION SKILLS

Objectives:

- to develop an understanding of global and overarching teaching behaviors which subsume many teaching skills and which relate positively to higher student achievement.
- to review ways in which data supporting these teaching behaviors may be collected.
- to provide examples, where possible, of teachers displaying aspects of these more global teaching behaviors.

Procedures to be Used

As in other chapters, it is recommended that each behavior be explored through reading and group discussion until a common set of understandings is reached by the group. By their very nature, these nine teaching behaviors or attributes rely more heavily on inference. Data which corroborate their presence are harder to find or to agree upon. Each attribute can be reduced down into smaller component parts and it is the demonstrated proficiency in a collection of these which should substantiate a high rating assigned for the attribute as a whole. For example, the attribute "empathy" may be demonstrated by statements and deeds which may differ from teacher to teacher but which suggest a concern for the child and an understanding of the child's particular situation and needs. It differs again from "sympathy" because empathy concentrates on having the child accept the situation and to do the best job in spite of it with the teacher's help and encouragement.

Outcomes

- The user will integrate many of the specific teaching behaviors from previous chapters into teaching attributes which are a composite of these and are, therefore, more global and overarching and less easily specifiable.
- The classroom observer will be aware of the role that intuition and inference do play when assessing the degree to which a teacher possesses a global teaching attribute (and to encourage a reliance on factual data about smaller subcomponents when deciding how to assess a teacher on these dimensions).
- The user will realize that although these attributes are difficult to assess, these "high inference" behaviors have the highest positive correlations with student achievement results.

- The observer will understand that a teacher, demonstrating a high level of proficiency in the more specific and discrete behaviors from the previous chapters, could have difficulty integrating these skills in workable ways and therefore could receive low ratings on these overarching teaching attributes. As a result, it is more difficult to assist a teacher in making improvements in global qualities such as "clarity" or "persuasiveness". The art of teaching depends on the teacher's skill in decision-making regarding when and how to use specific skills during teaching.

Priorities

If time does not permit you to include all modules for group study, place emphasis on the following during the inservice: Overlappingness, Warmth and Empathy, Smoothness, Momentum, Persuasiveness and Respect. Aspects of Clarity and Withitness have been dealt with in previous chapters.

Topics in Chapter Five

A set of overarching and more global teacher characteristics are associated with the effective teacher. These traits are not as easily broken down into skills but there are mini behaviors and skills which collectively support the existence of these characteristics. Sometimes assigning one of these attributes to a teacher requires that the evaluator make an inference based on a variety of data and an intuitive hunch. For this reason, we sometimes refer to these characteristics as "high inference" characteristics. For lack of a better label, we have placed the nine behavior areas included in Chapter Five under the heading Interpersonal Interaction Skills. The nine areas are:

Clarity
Overlappingness
Withitness
Smoothness
Warmth
Empathy
Momentum
Persuasiveness
Respect

The first eight are derived from the work of Kounin (1970) and have been arranged so that the first letter of each forms the acronym COWSWEMP. This may help you to remember them. As suggested in the kit, ratings on these dimensions should only be assigned after a considerable amount of observation and analysis has been done.

Clarity (Module 1)

Discuss the different dimensions of clarity and refer back to information on page 3-44 and 3-45. Watch and discuss the five videotaped segments showing ways in which teacher clarity can be demonstrated.

Overlappingness (Module 2)

The teacher performing two or more tasks concurrently is credited with this attribute. The teacher who works with a small group and retains an acute awareness of the behavior of the other children while keeping her eye on the clock and making both activities function smoothly is demonstrating overlappingness. It is difficult to show this behavior on videotape because you need to see what is happening simultaneously in other parts of the room. Three examples which indicate that the teacher is involved in more than one activity are provided.

Withitness (Module 3)

A prerequisite for overlappingness is teacher awareness. Refer back to the information on page 2-18 and discuss behaviors which would indicate the presence of this attribute. Two examples are provided here and could be supplemented by examples for awareness from Tape 2-1.

Smoothness (Module 4)

The actions a teacher performs to ensure that one part of the lesson flows into the next contribute to smoothness. Three taped examples are provided.

Warmth (Module 5)

One of the most important global attributes is teacher warmth. The rapport a teacher builds with students enables productive interactions to occur. Five short examples are provided.

Empathy (Module 6)

The teacher's sensitivity to and acceptance of a particular child's circumstances are revealed through teacher behavior. Expectations are adjusted so the student will experience success. Different forms of consideration are evidenced in the six taped examples.

Momentum (Module 7)

Pace is an element that teachers can moderate. Too brisk or too slow a pace can frustrate students. Different activities may benefit from a change in pace. The nature of the activity and the time available are two variables which influence the teacher's use of momentum. Three examples are included but a better time to consider this would be while watching a longer segment of instruction on the tapes in Chapter Six.

Persuasiveness (Module 8)

The teacher uses meaning and interest in order to engage students in learning and also trades on the rapport which has been

carefully developed. Through private interactions the teacher is able to convince the disinterested to become involved in an activity. Four videotaped clips are included.

Respect and Tolerance (Module 9)

As an influential role model the teacher demonstrates respect for students, for groups of people, and for the opinions and beliefs held by others. Basic politeness used in interactions with students is an indicator of mutual respect. Non-verbal communication must be congruent with verbal messages for respect to be conveyed.

The way in which a teacher deals with controversial or sensitive issues is of concern here. Four videotaped examples are presented. Also watch how the teacher presents information in a lesson on Human Sexuality in Tape 5-2. (We were very limited here regarding the number of students we could include in the tape. Only about ten of them had signed parental permission sheets for us. As we wanted to tape the lesson and had no other opportunity to do so, we were forced to restrict the angle of the camera to those few students and the teacher even though other students were participating in the lesson.)

CHAPTER SIX - SUMMARY CHAPTER

Objectives

- To provide videotapes of classroom teaching which offer the opportunity to practice coding as the user works through the modules in the learning package.

- To provide brief recommendations concerning the next phases the peer group may wish to work through in their continued study of teaching.

Procedures to be Used

Eleven tapes of classroom teaching by eleven teachers have been included as opportunities to practice additional recording of data as the user works through the kit. They are each approximately 45 minutes long and may be used at any time deemed suitable. Coders will quickly tire of seeing the same video footage over and over as they work through the inservice package and it is highly recommended that the group make or acquire additional videotapes of classroom teaching which can also be used for observational training purposes.

Basically, the chapter functions as a repository for these tapes. A twelfth tape to be used in the sixth chapter is included in Chapter One as the "Test Tape". This tape should have been viewed at the beginning of the inservice kit and a report should have been prepared and saved. Without looking at the first report, the tape should be observed again and a second report prepared. Any differences in the two experiences should be noted and, if desired, discussed in the group setting.

Plans should be devised by the group for additional study activities, for this inservice kit can not prepare the classroom observer for all eventualities.

Outcomes

- The user of Chapter Six will have used the tapes for additional coding practice.

- The user will make plans to continue on and build upon the skills acquired in the inservice package.

Priorities

Priorities for use of these eleven tapes will be determined by the activities in other chapters which require participants to use portions of these tapes for coding practice. Preferences of the group leader will determine which ones are selected.

Description of Chapter Six Tapes

Basically Chapter Six functions as a repository for the "classroom visit" tapes. These are to be used as opportunities to code data. Since nine of these "visits" are approximately 40 minutes long (and five of these nine are over 50 minutes long) you, as the group leader, will want to watch the tapes in advance and select shorter segments of footage to watch in the group setting. Pick sections which contain examples of skills you have already reviewed in your group deliberations so participants will have occasion to watch and recognize examples. As the group leader you will have to preview these tapes and make these decisions about what and how much to include, given the time you have available. Remember, the value comes both through practice in coding and through discussion in the group. Stopping the tape at intervals and discussing observations may be preferable to watching it for a 20-minute uninterrupted period.

In some of the eleven classrooms in which we videotaped instruction we were able to tape for almost three hours. In others, time constraints restricted us to one lesson only. In the other modules in the kit where short examples of the behaviors were included to illustrate particular skills, you will have seen short glimpses of the teachers who are in these longer tapes. We wanted to be able to present a variety of student age levels and subject areas in the examples and therefore used parts of the footage you will see again here. From classrooms where we had plentiful data, we tried to choose examples from the additional footage not included in these classroom visits, so several tapes contain footage not viewed in any other parts of the kit.

Another lesson, contained in Tape 5-2, Teacher Handling of Controversial Issues, might be used for coding as well. In addition, shorter, more tightly edited footage is contained in five additional practice tapes described in the appendix to Chapter Six. These may also be used for coding purposes.

Each of the eleven tapes has been "described" in Chapter Six in the manual by taking phrases from the sound track and a few descriptive sentences so that you will see the general drift of the lesson contained on the tape. Accompanying this description down the left hand side are counter numbers taken from a VHS half-inch video tape recorder machine. While these numbers never exactly match from one machine to the next they may assist you in finding your place on the tape. Put the numbers from the machine you will be using down the left hand column.

At the end of each tape description is a short list of skill areas which are demonstrated by the teacher. These are the most prominently displayed skills. Others, not listed, will also appear in the teacher's lesson. While you are previewing the tapes, make note of where particularly strong examples have occurred and highlight these for your participants after they have had a chance to observe and identify the skills used by the teacher.

Watching videotapes is a good initial activity for refining classroom data collecting skills. You can stop the tape and have an "instant replay". You can take time in the group setting to stop and discuss behaviors. However, the true test of coding data occurs in a real classroom setting. Go in pairs to visit a teacher who will allow you to do some practice coding. Because of the speed of the lesson and the varying interpretations, you and your partner will have lots to discuss, concerning your coding decisions, after you leave the classroom. In order to reduce anxiety, you should plan to provide the teacher with supportive feedback and an explanation of what you were trying to accomplish. Thus the teacher will obtain useful feedback and will probably welcome you both back in to do more practice coding on another occasion.

ADDITIONAL RESOURCES

Check both the bibliography in the Mireau Manual and also in the companion document Planning for an Evaluation of Teaching Performance (Alberta Education). Many of the resources contained therein are journal articles on specific topics while others are books dealing with supervision in general. Several of these deserve to be highlighted because of their utility and readability. The small paperback books edited by Willard Duckett, for example, are valuable resources.

It is sometimes difficult to order American educational books through regular bookstores in Alberta. We have experienced more prompt and efficient service by using the following method. Call Seattle Pacific University Bookstore at (206) 281-2136. Give your VISA number and address and they will send the order. Obviously there would be merit in placing a large order so you can take advantage of more economical shipping costs per book. You might inquire whether the per book price decreases when more than 10 copies are ordered.

Several other books are certainly worth getting and reading thoroughly and these could be ordered by using the above method.

Teaching Makes a Difference
Carol Cummings
Published by TEACHING
331 - 8th Avenue South
Edmonds, WA. 98020 1980, 1981

Managing to Teach
Carol Cummings
(Same publisher and address)
1983

Looking in Classrooms Third Edition
Thomas L. Good and Jere E. Brophy
Harper and Row Publishers, New York
1984

Influencing With Integrity
Genie Laborde
Palo Alto, California,
Syntony Publishing, 1984.

Measurement-based Evaluation of Teacher Performance:
An Empirical Approach
Medley, D.M.; Coker, H.; and Soar, R.S.
Longman, Inc., New York, 1984

By writing to TIP (Theory Into Practice) Publications, P.O. Box 514, El Segundo, California, 90245, you can order all the Madeline Hunter books including: Improved Instruction
Mastery Teaching
Motivation
Reinforcement
Retention
Teach More - Faster!
Transfer

Order films to accompany books from:

Special Purpose Films
416 Rio Del Mar
Aptos, CA 95003
Free film catalogues available upon request.

Madeline Hunter's list of films include:

Aide-ing in Education
Appraisal of the Teaching Process
Effective Practice
Elements of Successful Instruction
Getting Ready
Helping Children Improve Their Decision-Making
Lesson Analysis and the Instructional Conference
Making Behavioral Objectives Meaningful
Reading for Analysis
Reading to Develop Sight Vocabulary
Steps in Teaching - And What Happens When You Miss One
Teach For Transfer
Teaching To Develop Independent Learners
Teach More - Faster!
The Problem Class
Translating Theory Into Classroom Practice
Working With The Beginning Teacher

Order Master Teaching Videotapes From:
(comes with set of 20 books)

Instructional Dynamics Inc.
845 Via De La Paz, Suite A177
Pacific Palisades, CA 90272

Both Project TEACH (Teacher Effectiveness and Classroom Handling) and Project PRIDE (Professional Refinement in Developing Effectiveness) are sponsored and operated through the Alberta Teachers' Association. These courses complement the teacher effectiveness skills included in the manual and provide for skill training which is equally useful to both teachers and observers of teaching.

Evaluating Teacher Performance, Parts I and II

2 videotapes (each 60 min.) Beta or VHS, leader's guide, instructions and handouts for Part I.: 1981.

In Part I, (The Process) Richard Manatt explains a valid, reliable, and legal way to assess teacher performance using generic instruments (included) for lesson and performance analysis. He leads viewers through the process of evaluating four real elementary and secondary teaching episodes, providing opportunities for evaluators to check their own rater reliability against norms sampled from other supervisors and principals across the U.S. and Canada.

Part II (Teaching Episodes) consists of three more teaching episodes plus longer versions of two segments from Part I - a total of five real (not dramatized) samples of classroom teaching. They are third grade reading, secondary industrial arts, sixth grade social studies, first grade reading, and second grade art.

Participants can practice the skills taught in Part I by evaluating these episodes with instruments currently in use in their own school systems. Available Association for Supervision and Curriculum Development (ASCD).

Supervising the Marginal Teacher

1 videotape (60 min.) Beta or VHS, leader's guide, booklet of instructional materials for handouts: 1984.

With vignettes of incompetent and improved teaching, classroom observation, conferencing with the teacher, and conferring with the school attorney, "Supervising the Marginal Teacher" spells out the supervisor's options:

- intensive assistance - a systems approach to increasing teacher effectiveness
- progressive discipline - supervisory strategies for managing the teacher whose conduct deviates from established policy
- teacher dismissal. Available: ASCD.

The Principal as Instructional Leader: Reflections on Effectiveness

1 videotape (60 min.) Beta or VHS, leader's guide.

This tape examines the behavior patterns of four principals -- elementary, middle, and high school -- to illustrate typical characteristics of principals of effective schools.

Principals are portrayed through the eyes of teachers and other school staff as they reflect on how the principal's actions affect their own desire and ability to teach. Based on recent studies, researchers confirm and amplify the teachers' and principals' comments. Available: ASCD.

Strategies of Effective Teaching

8 videotapes (30 min.) 1 videotape (60 min.), VHS, teacher's guide: 1978.

Lessons seen in the series deal with every major subject area in classes from K-6. Titles in this series are:

1) Overview: Teaching Operations and Associated Strategies
2) Attention, Curiosity, Motivation
3) Increasing Student Participation
4) Questioning Techniques and Policy
5) Integration of Teaching Strategies
6) Individual Teaching Styles
7) Applied Observation and Analysis
8) Application to the Classroom.

At the beginning of each half-hour program, Dr. Orme, (professor, researcher, and creator of Strategies of Effective Teaching) gives background information or defines a basic strategy. Viewers then watch real teachers using the strategy in unrehearsed, unscripted lessons. The one hour program presents five uninterrupted lessons, kindergarten through grade five, taught by teachers who appear in earlier programs. Dr. Orme then discusses ways for viewers to analyze the lessons. Available: AIT Collection.

Effective Teaching for Higher Achievement

2 videotapes, (each 50 min.) Beta or VHS, leader's guide: 1984.

Part I, Academic Learning Time, gives the main characteristics of effective teaching and components of academic learning time. Researchers explain how the research was conducted and suggest peer observation for feedback on use of time. Part 2, Organizing the Classroom, gives an explanation of academic learning time and portrays preventive techniques of effective teachers. Part 3, Influencing Study Behavior, discusses "low profile" interventions that conserve instructional time, the effective use of praise, recent research on behavior modification, and classroom incentive systems. Part 4, Teacher Expectations, explains how expectations influence teacher behavior and offers techniques to increase participation by all students. Part 5, Daily Review, Presentation, Guided Practice, presents the first three of Barak Rosenshine's six functions of effective teaching. Part 6, Feedback, Independent Practice, Periodic Reviews, presents Rosenshine's other three functions. Available: ASCD.

Managing Your Teacher Evaluation System

A video-supported workshop by W. C. Carey. Available: Salem, Oregon: Options Press, 1982.

The DTD (Documenting Teacher Dismissal) Inservice Guide

By W. C. Carey. Available: Salem, Oregon: Options Press, 1982.

Documenting Teacher Dismissal

By W. C. Carey. The expressed purpose of this book is to develop evaluation materials that are defensible and supportive during the dismissal process. It is designed to be used: 1) as a self-study guide, 2) in small groups, or 3) as a basis of a formal workshop. Available: Salem, Oregon: Options Press, 1981.

The Supervisory Process: Helping Teachers to Improve Instruction

1 videotape (30 min.), Beta or VHS, leader's guide: n.d.

Procedures and practices shown in this videotape grow out of theoretical work in the areas of motivation, leadership, organization and communication. The process most closely parallels the clinical supervision model.

In the program, a typical teacher and supervisor simulate the five stages of the clinical supervision model: the pre-observation conference, observation, analysis and strategy, post-observation conference, and post-conference analysis. The supervisor serves as an observer for the teacher, and the process is used to help the teacher identify specific instructional patterns in the classroom. Through self-evaluation and suggestions made by the supervisor, the teacher recognizes the need to vary, enhance, or modify future lessons. Available: ASCD.